



Aynor Middle

400 Frye Road
Galivants Ferry, SC 29544

Grades	6-8 Middle School	
Enrollment	544 Students	
Principal	Milton Frink	843-358-6000
Superintendent	Dr. Cynthia Elsberry	843-488-6700
Board Chair	Will Garland	843-358-8002

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Average	At-Risk
2007	Average	At-Risk
2006	Average	At-Risk
2005	Average	Below Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

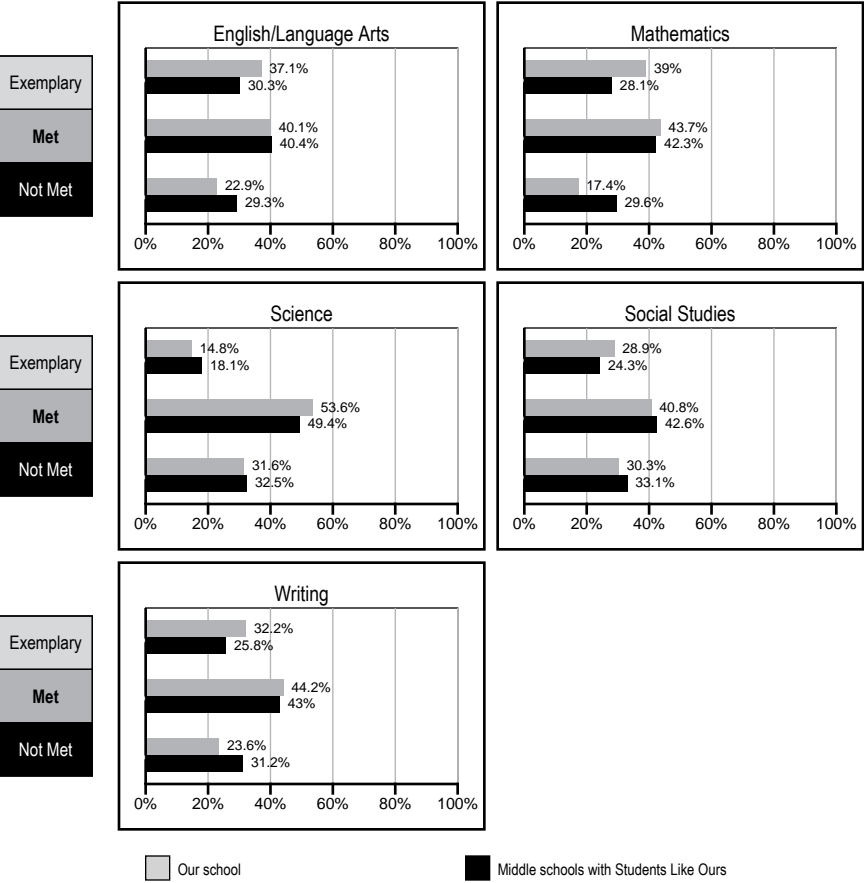
98.5%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	47	4	0

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	96.8%	96.6%
English 1	100.0%	94.8%
Physical Science	N/A	81.0%
US History and the Constitution	N/A	N/A
All Subjects	97.5%	96.0%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=544)				
Students enrolled in high school credit courses (grades 7 & 8)	21.4%	Up from 15.2%	22.6%	21.6%
Retention rate	0.7%	Down from 1.5%	1.3%	1.2%
Attendance rate	95.9%	Down from 96.0%	95.9%	95.9%
Eligible for gifted and talented	31.6%	Up from 31.5%	17.1%	14.8%
With disabilities other than speech	15.5%	Up from 13.3%	14.1%	12.6%
Older than usual for grade	1.3%	Down from 1.9%	2.4%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	2.6%	Up from 2.2%	0.5%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=35)				
Teachers with advanced degrees	65.7%	Up from 57.6%	58.1%	56.9%
Continuing contract teachers	85.7%	Up from 75.8%	76.7%	72.7%
Teachers with emergency or provisional certificates	2.9%	Down from 3.3%	3.5%	5.3%
Teachers returning from previous year	87.2%	Up from 85.2%	85.3%	82.9%
Teacher attendance rate	92.4%	Down from 94.7%	95.5%	95.2%
Average teacher salary*	\$52,622	Up 9.4%	\$47,274	\$46,599
Professional development days/teacher	18.3 days	Up from 12.5 days	11.8 days	10.8 days
School				
Principal's years at school	5.0	Up from 4.0	3.0	3.0
Student-teacher ratio in core subjects	21.3 to 1	Down from 25.6 to 1	21.1 to 1	20.1 to 1
Prime instructional time	86.5%	Down from 88.3%	90.0%	89.9%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.5%	Up from 96.5%	97.2%	97.8%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil**	\$8,877	Up 7.5%	\$7,364	\$7,645
Percent of expenditures for instruction**	59.7%	Down from 59.9%	63.1%	63.4%
Percent of expenditures for teacher salaries**	41.5%	Down from 55.9%	58.7%	57.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Aynor Middle School is proud of the accomplishments that we have made during 2008-2009. We were named the only Green Power Solar School in Horry County. Teachers participated in more than 500 hours of professional development. We had one additional teacher to receive National Board Certification, and several others are pursuing this recognition. Students were engaged in numerous service projects in the community: teaching art to senior citizens; performing musical programs at the elementary schools; Hoops for Heart; and raising money and collecting supplies for the Humane Society. Our PTO continued to support our instruction by providing funds for teacher supplies and incentives and awards to encourage our students. Our staff continued to work hard to improve instruction by implementing high yield strategies and programs. Literacy First strategies are used across the curriculum in all subjects. Monitoring Independent Reading Practice (MIRP) was rescheduled for 25 minutes a day at the beginning of the school day. Enterprise Reading Model Grade 6 and Math 180 program grades 6-8 continued to enhance learning. The after-school tutorial program served students in social studies, science, ELA, and math. Student failures at the end of the year were reduced by more than one third. Positive Behavior Intervention Support helped reduce student referrals, suspensions, and absences. The data team met monthly to analyze all of our student data to make recommendations for improvement. Aynor Middle students continued to receive recognition and many different awards. Among these were as follows: one Johns Hopkins Scholar; 62 students made the Superintendent's Reading Honor Roll; 12 Junior Scholars, four accepted to Scholars Academy and five to Early College; Governor's Citizenship Award recipient; Horry County winner for State Geography Bee; one Duke TIP Scholar; 17 made All-County Chorus; and second place at the Disney World Chorus Music Festival. Although we feel our quality of instruction is high, we always strive for improvement. With the continued support of the community, district office, and AMS faculty and staff, we will become the best middle school in the state. Milton Frink, Principal; Robbie Taylor, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	36	165	102
Percent satisfied with learning environment	86.1%	81.2%	83.2%
Percent satisfied with social and physical environment	100.0%	88.8%	81.0%
Percent satisfied with school-home relations	100.0%	88.8%	80.4%

* Only students at the highest middle school grade level and their parents were included.

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School Adequate Yearly Progress

NO

This school met 20 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance			
	Our District		State
Classes in low poverty schools not taught by highly qualified teachers	2.4%		1.7%
Classes in high poverty schools not taught by highly qualified teachers	3.3%		5.8%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.1%	0.0%	No
Student attendance rate	95.9%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	543	98.5	23.3	40.8	35.9	85.4	86.5	82.8	Yes	Yes
Gender										
Male	296	98	27	39.1	33.8	79.4	83.4	79.3	N/A	N/A
Female	247	99.2	18.8	42.7	38.5	92.7	89.7	86.5	N/A	N/A
Racial/Ethnic Group										
White	478	98.5	20.4	41.8	37.8	87.3	91	89.5	Yes	Yes
African American	54	98.2	47.1	33.3	19.6	68.6	74.8	73.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	87	92.3	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	78.4	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	87.5	82.5	I/S	I/S
Disability Status										
Disabled	85	97.7	58.8	30	11.3	55	63.1	52	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	74.2	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	325	98.5	31	42.5	26.5	79.7	81.6	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	543	98.5	18.3	46.2	35.5	88.9	83.7	78.9	Yes	Yes
Gender										
Male	296	98	21.7	44.5	33.8	86.1	81.9	77	N/A	N/A
Female	247	99.2	14.1	48.3	37.6	92.3	85.5	80.9	N/A	N/A
Racial/Ethnic Group										
White	478	98.5	16.5	46.8	36.7	90.3	89.2	87.2	Yes	Yes
African American	54	98.2	35.3	41.2	23.5	76.5	68	66.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	89.7	93	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	78.1	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	81.9	79.5	I/S	I/S
Disability Status										
Disabled	85	97.7	43.8	48.8	7.5	66.3	53.2	45.5	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	76	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	325	98.5	25.2	49.3	25.5	85	77.3	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	365	99.2	31.1	54.2	14.7	68.9	73.1	67.5
Gender								
Male	195	99.5	30.3	50	19.7	69.7	72.2	67
Female	170	98.8	32.1	59.1	8.8	67.9	73.9	68
Racial/Ethnic Group								
White	322	99.4	29.2	55.2	15.6	70.8	80.8	79.5
African American	36	97.2	48.5	48.5	3	51.5	51.8	50.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	81.1	84.3
Hispanic	5	I/S	I/S	I/S	I/S	I/S	60.9	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	72.9	71.2
Disability Status								
Disabled	53	98.1	57.1	40.8	2	42.9	40.3	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	57.3	59.6
Socio-Economic Status								
Subsided meals	215	99.1	36	50.7	13.3	64	64.3	55.1

Social Studies

All Students	359	98.9	30.1	41.3	28.6	69.9	76.4	72.3
Gender								
Male	198	99	28.5	38.9	32.6	71.5	75.6	71.5
Female	161	98.8	32	44.4	23.5	68	77.3	73.2
Racial/Ethnic Group								
White	313	99.4	28.5	42	29.5	71.5	82.4	80.7
African American	37	97.3	47.1	35.3	17.6	52.9	59.2	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	85.7	88.5
Hispanic	8	I/S	I/S	I/S	I/S	I/S	71.4	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	77.5	72.2
Disability Status								
Disabled	55	98.2	67.9	28.3	3.8	32.1	47.9	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	68.3	67.9
Socio-Economic Status								
Subsided meals	222	98.7	35.2	44.1	20.7	64.8	68.7	62.1

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	543	98	23	44.5	32.4	77	76.3	70.2	95.9	96
Gender										
Male	294	98	33	40.9	26.2	67	69.4	63.2	95.8	96
Female	249	98	11.2	48.9	39.9	88.8	83.3	77.5	96.1	96.1
Racial/Ethnic Group										
White	477	98.1	20.8	46.1	33.1	79.2	82.4	79.1	95.9	95.7
African American	55	96.4	44	32	24	56	59.4	57.6	96.2	96.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	83.1	86.2	92.3	97.2
Hispanic	9	I/S	I/S	I/S	I/S	I/S	67.7	62.6	97.7	96.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	77.3	68.7	N/A	95.4
Disability Status										
Disabled	87	92	70.1	28.6	1.3	29.9	34.2	26.1	94.9	95.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	96.6
English Proficiency										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	64.6	61.2	96.8	97.1
Socio-Economic Status										
Subsidized meals	329	97.3	30.2	46.9	23	69.8	68.2	58.9	95.2	95.7

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	181	98.9	21.8	37.9	40.2	78.2
	7	185	98.4	17.5	40.7	41.8	82.5
	8	177	98.3	31.1	43.9	25	68.9
Mathematics							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	181	98.9	14.4	43.7	42	85.6
	7	185	98.4	18.6	50.3	31.1	81.4
	8	177	98.3	22	44.5	33.5	78
Science							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	91	100	30.7	59.1	10.2	69.3
	7	185	98.4	28.8	55.9	15.3	71.2
	8	89	100	36.6	45.1	18.3	63.4
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	89	98.9	16.1	57.5	26.4	83.9
	7	185	98.4	34.5	35	30.5	65.5
	8	85	100	35.4	37.8	26.8	64.6
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	181	98.3	26.6	39.3	34.1	73.4
	7	186	97.9	15.3	48.3	36.4	84.7
	8	176	97.7	27.6	46	26.4	72.4

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